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AMOS M. KELLOGG, Editor.

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New York, May 24, 1884.

This paper exists because there are important things concerning education that MUST BE SAID.

It is published THIS WEEK *because there are things that must be said* NOW.

THE Detroit, Grand Haven, and Milwaukee Railway offers low rates to the Convention. From Detroit to Madison and return, $14.60; Owasso $12.40, and so on. Let the Michigan teachers take notice, Mr. T. Tandy, Detroit, the passenger agent, has issued a special circular. Send for it.

THE West Shore and Buffalo Railroad route to Chicago is in most respects a very desirable one. The cars (Pullman sleepers) run easily, the track is well constructed, and the detentions few. You leave New York City at 8 o'clock in the evening, and in thirty-six hours are in Chicago. The rate to Madison and return is $30.50, the additional cost for an entire section in a Pullman is $10.00; half section or double berth, $5.00, to Chicago. From Chicago to Madison is $1.39. Over this space the Chicago and Northwestern Railroad runs seven trains a day. It will be chosen in preference to any other for many reasons.

THE New Movement is gaining ground at the West every day. The Western teachers see the common sense at the bottom of the movement, and offer little resistance—generally. Let it not be supposed that Routinism is to die easily for all that—east or west. A change as great as is proposed in the methods of the teacher will require many years for full fruitage; but a great number of teachers are doing a little. It is quite amusing to find teachers using the Word Method, the Object Method, the Idea-first Method, as though it had always been done. Better methods in Reading are more easy to apply than in Arithmetic.

WHY are we so slow to learn. Two hundred years ago Bacon showed that the only way to gain knowledge was to examine phenomena, that the learning of words and collections of words is a useless expenditure of time. The best educators have been repeating and repeating this ever since, but we still go on forcing the children to give their attention to words, words, instead of the phenomena which they are anxious to investigate. The mistake is becoming apparent to many, and they are asking, "How can we teach in a better way?" Others ask, "If we teach the children by the use of things, what shall we say to those who are looking for words?"

THE doctor or lawyer soon rises to an important place in a community; his name heads the list of influential citizens, while the teacher comes in after the butcher and baker. Why is this? The teacher is the most important factor in a community; why is he not so recognized? Is the fault his or the people's? Does he himself recognize the importance of his position? Does he make himself felt? Are his opinions on public matters worthy of attention? or is his mind so fully occupied with his examination papers and the machinery of his school that he can give newspapers and current matters no consideration. If not—if public opinion is at fault—it must be corrected. The teacher is the only one who can correct it, and he owes it to himself to do so. He is suffering social and financial injustice from public opinion. It is to his interest to correct the wrong impression people have of his work and himself—to educate the people. He cannot do this, however, until he understands his work himself—until he is an educator.

A UNIVERSITY professor says, "The teacher should become to his pupil 'a guide and friend.' If information is sought which you cannot supply at the moment, don't put off the inquirer till you have had time to look it up privately. Set to work with him; show him your method of 'chasing down' a subject; teach him how to use dictionaries, indexes, and tables of contents. 'Work aloud' before your pupils, as the German professor is said to do. In short, show them how to carry on investigations for themselves. Young men who go forth from our schools with this sort of training are far better equipped for making their way in the world than they possibly can be by any thoroughness of machine memorizing and recitation of the text-book alone. The teacher who can thus open the fields of literature to his pupils, and lead them to walk therein with appreciation and self-reliance, has done them a service for which they can never be too thankful."

METHOD IN TEACHING.

The great question in education is of method. Prof. William F. Phelps startled an audience of teachers—mostly young men—over thirty years ago, by saying, "The question is to the *how* of teaching, and not to the *what*." This educator in his instruction in the Albany Normal School, fresh from the hands of the immortal Page, constantly said to his pupils, "Study how to teach." He was evidently carrying forward the impulse begun by Mr. Page. All of our best thinkers upon education recognize the great truth that there must be a *right method*.

The tendency is to exalt the amount of knowledge possessed by the teacher. He is examined upon knowledge in the abstract, not upon what he can transmute into power. So that men possessed of a given quantity of knowledge have been selected as teachers, and if they failed, it has been a wonderment to the public. Nor has it been an uncommon thing that men of no ability to impress or upbuild others, failures, so to speak, elsewhere, have been put into the school-room as though there they could surely uncork thin bottles of knowledge and fill the little empty pitchers to the brim. But when it is said that the great question is one of method, it is not meant that there is a routine to be learned by all, old and young, male and female, and followed without reference to the principles that govern mental growth. The danger that arises from this way of looking at the matter is no small one. A teacher of methods in a certain normal school is said to have a book in which methods of teaching are noted; each class listens to the same minute instruction as to this method of teaching Reading for example, and each comes out with the same comprehension of a method. This does incalculable harm; it is painful to think of anything so mechanical and routinish; a steel corset on the bodies of young children is not more injurious than such a method to their minds. It is accepted as a principle that right teaching determines the pupil to self-activity, or to put it into a maxim, "Do nothing for the pupil that he can do for himself;" but it is hard to find a teacher teaching in accordance with this principle. The question of methods is a question of exemplifying principles. For example, methods that determine the pupil to self-activity. Methods that exemplify no principle are valueless.

We see the need, then, of a long and steady study of educational principles by the teacher. Not he who knows how to read can teach reading, it is evident. The method selected by the teacher must be based on the laws of growth of the human being.

School-houses are the republican line of fortifications.—HORACE MANN.

Delightful task! to rear the tender thought,
To teach the young idea how to shoot,
To pour the fresh instruction o'er the mind,
To breathe the enlivening spirit, and to fix
The generous purpose in the glowing breast.
THOMPSON: *The Seasons.*

For the SCHOOL JOURNAL.

THE CHICAGO SCHOOLS

EDITORIAL CORRESPONDENCE.

The very able and courteous superintendent of the Chicago schools gave me an invitation to be come acquainted with the system by brief inspection. We drove up splendid Michigan avenue on a beautiful May morning, and thus witnessed a part of the city of which the citizens feel justly proud. Supt. George Howland is a very popular man, and deservedly so; he does not owe his popularity to the arts of the politician, but to his intrinsic fitness. He is practically acquainted with education, having held the principalship of the High School for a number of years. The teachers know he appreciates good teaching; they know he knows good teaching when he sees it. He does not have "pets" here and there; he does not put great reliance on examinations. He sees the key to the situation is the teacher, and attempts to get and keep good teachers.

The first school visited was the Douglas School, under the charge of a very strong New Education man. And here, it may be added, that there is a great deal of New Education in this city and in many places at the West—the Western people favor it. From the bottom to the top of the Douglas School the New Education ideas prevail. Mr. Bright has a company of women to assist him that he ought to be proud of: they are wholesome, whole-souled, looked equal to the work, entered into their work with earnestness, did their part skillfully and rightly. Our stay was short here.

Then we next drove to the Keith School, a new and admirably built structure. It is in the charge of Mr. E. A. Barnes. Mr. Barnes has not been long in the city, but excellent things are expected of him. Feeling quite ill from fatigue and Lake Michigan water, I was obliged to make a short visit where I had hoped to stay long. We only paused to look into the new building of the South Div. High School, under the charge of Prof. Jeremiah Slocum.

Supt. Howland is wonderfully popular with the teachers. He seems to be fully aware of the great advancement in educational thought, and to be glad of it. How different this is from many other city superintendents! There are men in charge of schools at the east whom the term old fogy would not properly characterize; they are old fogy fossils. They snuffle and whine and scold at every attempt to introduce better methods and a more rational treatment of the child.

But Chicago is only partially redeemed. Supt. Howland is a patient, discreet man, and knows that school-room routinists, like office-holders, "rarely die and never resign;" he waits for time and the effect of public opinion. The Chicago newspapers are mostly aware of the new movement, and they discuss it in an intelligent manner usuully.

On Wednesday, the 14th of May, I visited the Cook County Normal School, at Normal Park. The first exercises were those of the Normal pupils, or chapel exercises—about 200 pupils being present. Three songs were first sung, after which Col. Parker read a very few thoughts. (Sometimes he reads from the New Testament and sometimes from other books.) After the reading, the Lord's Prayer was chanted by the school, seated. After this, sentiments and items of news were given. As items of news it was related that this 18th of May was the anniversary of Fahrenheit's death and that of McCormick, the agricultural machine manufacturer, had died. Accounts of both men were given, and their good deeds were briefly related. McCormick it was said, had been a liberal donator of money to theological seminaries.

"Yes," said Col. Parker, with his wonted energy, "and the day is coming when people will deem it grand to give $100,000 for the training of little children."

The report of the Order Committee was then read, criticising the condition of desks, rooms, halls, etc. A notice was read, notifying the members of the Ladies' Walking Club to meet at a certain time and place. (I learned that many games and clubs are organized under chairmen appointed from the students by the principal.) After chapel exercises the primary and grammar pupils were dismissed from their regular rooms, to be scattered throughout the building and separated into classes or groups of five to ten, over which groups members of the Senior Class staught for one hour, the time being divided into twenty-minute periods, for the primary children, and into thirty-minute periods for the grammar pupils. During the week the time was devoted to botany, as the flowers, leaves, and buds are just coming out everywhere. On the little tables were to be seen plants and their accompaniments. In one corner of a hall was to be seen a group of little folks, intently taking apart leaves and blossoms; all were earnestly at work and apparently delighted. It was a beautiful sight.

A few minutes were spent in the Kindergarten room, where forty little children were intently at work at their tables building with sticks. This department is under the management of Mrs. Putnam, of whom Col. Parker is justly proud. To this department he turns his weary feet and tired head when he wishes for rest; to watch the growth of the infantile mind is joy to him. At the end of the "practice hour" all the primary and grammar pupils returned to their own rooms and proceeded with their regular work under the guidance of members of the Faculty. A brief call in Prof. Straight's Science room showed cases filled with specimens with which to illustrate zoology and nature generally. There were distributed through the rooms many small tables, on which was simple apparatus with which the grammar and primary pupils worked, while learning the laws of physics and chemistry. A short and pleasant chat was had with Prof. Dodge in his laboratory. He is alive to the idea of learning a thing by doing it. He aims to have his pupils get ideas before words. They analyze simple substances in a very intelligent manner, and thus begin chemistry in a more intelligent manner.

Passing upstairs, the rooms of Mr. Frye and Mr. Speer were next briefly visited. There seemed everywhere to be a discount placed upon words—repetitions as such. But a comprehension of ideas was insisted on. On this floor I met Miss Speer, formerly of Quincy, now in charge of the Primary department; Miss Wheeler, formerly of New York, and now teacher of Bell's system of Phonics; Miss Monfort, Instructor in Drawing and Miss Rice, in charge of Language. Mr. Balliot, lately Supt. of schools, Carbon County, Pa., had just arrived upon the ground, to take his place as one of the Faculty. He is an excellent selection. I found the Geography Room fitted with long benches and tables. On the tables and on the shelves are to be seen innumerable clay spheres, cubes, etc. Tin pans are on a side table with sand. A box of sand is at one end. A pupil has built up Europe in sand. The Industrial Room is filled with work benches, lumber, and busy children all happy and hard at work with tools.

In the afternoon, after lunch with Colonel Pakrer, there came an instructive lesson on "Forms," by Professor Hailman of La Porte, Ind., who is visiting the school. He used strips of pink, blue, and yellow paper, with which he gave many ideas and suggestions to the members of the Senior Class. At the close of the lesson, the members of the Senior Class, members of the Faculty, and all visitors, were invited by Col. Parker to meet in the Chapel Hall "in a convention." On taking the chair Col. Parker said, this convention has been called to discuss the following resolution: 1. "Resolved, that the Old Education should be sustained (or words to that effect) and 2nd, Resolved that the New Education should be adopted and used in schools." This was debated by the students; some were for the Old Education because it was easier, because book publishers would starve, etc. The speeches some in jest, and some in earnest were well delivered by both the young men and the young women of the class. The freedom, and fearlessness with which they spoke was a source of pleasure and surprise. Mr. Nimms, Prest. of the Muskegon, Mich., School Board, made a few fitting remarks. Mr. Housman, Prin, of schools from the same place, spoke fervently in favor of the New Education, as did others from Muskegon. Mr. Balliot put the matter in a strong light. "We propose to fit the clothes to the child and not the child to his clothes." The writer made a few remarks." Prof. Hailman spoke earnestly and the "Convention" was over.

This Senior Class is soon to make its mark. It comes from all sources and is made of the best kind of materials. Two come from Pennsylvania, two from New York, one from Germany, one from Ireland and the others from western states and Canada. Of these at least twenty have had considerable experience as teachers. One is a graduate of the University of Leipsic, Germany; another of a German Normal School; another of a college, several of the academies and high schools. One young man left a $1,600 position to come to this school and although he had had nine years at a successful experience as a teacher, he prefers to remain another year, in order to drink deeper of the principles that underlie real education. It is a remarkable fact that twenty or more of the strongest members of this Senior Class, all of whom could graduate in June, prefer to remain another year.

This brief survey of the Cook County Normal School might be made and yet no real insight be obtained into the principles upon which it is built. I wanted to see the practical application of educational principles—(not of Col. Parker's principles) for our normal schools deem this impossible. The survey showed me that the work here will produce a profound effect as soon as these young men and women get into their schools. A tide of visitors is setting in; these carry away ideas and thus the movement in progress is being helped forward.

A. M. K.

TEACHING A PROFESSION.

William Ross, in the Seneca Falls *Reveille*, says: "Our common schools can never be what they ought to be as long as teaching is made a temporary business. It is resorted to as a stepping-stone to something else, or by those who have failed in other callings. But a very few engage in teaching because they love it. What is the reason so few make it a business for a number of years, or for life? There are many reasons. The most prominent one is: the compensation for teachers' services is generally so small compared to other business, but few young men of talent will engage in it for any length of time. The legislature may legislate for common schools year after year, and establish a normal school in every county in the State, but it never will avail much until the good people of this State open their purses, and pay well qualified teachers for their services. It is contrary to the nature of things, to think that young men of good talents will qualify themselves well for the business of teaching for the mere pittance that the great majority of districts pay teachers in this State. There are many persons who argue that good teachers will teach for the mere love of the business, or for the mere love of doing good to others, regardless of the pay for their services. There are but a very few good teachers who will teach school for the sake of doing good to others without being well paid for it. It is so among what are called the learned professions. No one would qualify himself well for the ministry, to practice medicine or law if he was not sure of gaining distinction, and to be well paid for his services."

[The good people will not open their purses any wider and pay a teacher $10 a week when they can get one for $6. There will be cheap teachers as long as the Commissioners give them licenses. When licenses are granted only to those who have made a prescribed preparation as in law or medicine, then the people will be obliged to open their purses. Messrs. Commissioners of New York State, this means you.—ED.]

THE night-schools of Brooklyn, N. Y., have omitted history from their catalogue studies, urging as a reason, that sufficient history is learned from the daily papers. It is a question whether the daily papers should be used in the school-room by young people. Pupils in the night-schools need solid history to counteract the influences of both newspapers and story-papers.

For the SCHOOL JOURNAL.

THAT BOY.

What a puzzle he is to us at times! There are seasons in which he seems quite a tractable and reasonable creature, but at others how changed! He will not respond to the kindest appeals; the best intentions seem wasted on him. For a brief period, we imagine we have the key to his character, and suddenly we find the key does not fit.

Particularly it poses us that with his apparently noble impulses he yet delights in so many mischievous practices. What does a generous, open-hearted, courageous boy find to attract him in the life of the James brothers, or "Dick Turpin the Highwayman," or "The Red-Handed Pirate?" Why does he devour the police reports of the newspaper with such avidity! Why does he prefer the dime-novel to his Sunday-school book or his school history? More perplexing than all—Why, having read about these terrific characters, is he not content, but aspires to be like them?—happy if he has a pistol to swagger about with and intimidate his playfellows, and evidently proud to be reputed a "bold, bad man?" Does this boy prefer evil to good?

Having vexed ourselves with these queries, let us put to our judgment a question or two, not so foreign to the subject as may at first appear: Why does a fish bite at a hook? What can he find to attract him in the piercing point, the cruel barb? Does the fish prefer sharp steel to a live fly? No. Neither does the boy. *He is after the bait!* Every evil thing he so eagerly snaps at is baited either with something actually good, or a delusive appearance of good, that appeals to his better nature. Lawlessness and license are baited with a semblance of liberty, freedom and power; disrepute appears like martyrdom. It is because of his good and quickly-moving impulses that he jumps at these painted flies. *Angelo* says in "Measure for Measure:"

> "O, cunning enemy, that, to catch a saint,
> With saints dost bait thy hook! Most dangerous
> Is that temptation that doth goad us on
> To sin in *loving virtue*."

Often enough when we do not see it, when he himself does not know it, the boy is led "to sin in loving virtue." Liberty, freedom, power, he *will* have; these instincts cannot be crushed in a boy more than in a nation. It is the teacher's business to encourage these impulses, but to show the boy that police-report and dime-novel bravado is only a bait to catch "suckers," while the hook underneath is barbed with the most abject weakness and slavery.

For the SCHOOL JOURNAL.

THE IDEA OF EDUCATION.—NO. I.

By EDWARD E. SHEIB, Ph.D.

Civilized nations have been unwilling to entrust the future of the growing generations to the influences of chance. Respecting the object of education, the opinions have differed, but in so far a uniformity of convictions has prevailed with all nations: all have endeavored to affect and to determine the youthful mind and to give to it a fixed and certain form. And so education has at all times made the child's mind the object of *intentional* and *systematic* operations by means of which it was to be moulded. Nor is it intended that the child's mind shall be excited for a time, and that the change produced by education shall be only a transient state; this condition of the soul is to continue even when the causes which first produced it have ceased to exist. These facts we find existing as matters of experience. They do not tell us what is the object of education, nor even whether it is possible to determine the child's mind. They simply define the educational activity and distinguish it from every other; to intentionally influence the child's mind that it assumes a fixed form.

Education strictly, then, has nothing to do with the body. At the same time its field of activity is the mind of the child; that is—it does not go beyond the individual; does not pursue its activity for the sake of a nation, or for the sake of mankind at large. It begins with and ends with the individual. It cannot even consider that the improvement of the individual must of necessity contribute to the advancement of a nation and of mankind at large, which are composed of individuals. These are subjects belonging to social science. But looking on we find that human mind is susceptible; and the fresh mind of the child particularly so; it matters not whether the influence is intentional or accidental. What is more, even when left to the influences of chance, the mind eventually assumes a determined form. But what chance makes of a man cannot be regarded as the result of either a good or bad education. If exposed to the influences of chance only, the eventual shape of the mind must remain in doubt. Education is an art, and there is to be no uncertainty respecting the eventual form which the mind will assume. Hence education and chance are natural enemies, and as chance is at work everywhere, where law and system are not in force, it is a dangerous power not to be overcome except by energetic, concerted and systematic action. Hence education battles with it or avoids it by proceeding intelligently and anticipating it.

For the SCHOOL JOURNAL.

RIGHT, FOR RIGHT'S SAKE.

By LUCY A. YENDES.

In these days of sugar-plum inducements to do right, and threats for the contrary line of conduct, it requires a good amount of moral stamina in a teacher to withhold either and substitute therefor the more commonplace standard of *Right, because it is right*. It is much easier to govern by a complete system of rewards and punishments, but the teacher who succeeds in leading her pupils into any line of action, from *principle* only, has accomplished a work for eternity. I do not decry the first method; I have used it, as I suppose every teacher does, more or less. I only suggest that there is a better, a nobler way. I think it is more difficult, as any abstract teaching requires greater skill than concrete teaching, but it should be our aim nevertheless. We are not merely teaching for to-day, or to fill out this term; our work is to be felt "unto the third and fourth generations," and we must not let the immediate results be drawn so closely to our moral vision as to obscure the future. Which will be the greater help, think you, in developing an honest man or woman from the child before you? To say: "If you tell me the truth about this matter I will let you go home early to-night; if you do not I shall detain you"; or to say: "My child, it rests with you to tell me the truth or not. You have it in your own power to make the choice. Its effect, right or wrong, will be on *your* character—not on mine—and every time you do right it adds to your strength of character, while every wrong deed weakens it. No one can choose for you; no one can accept the consequences in your stead."

Even this should not be overdone. Blessed is that teacher whose fine instinct never fails to warn when a period is reached!

Discrimination is a good thing to have in the family. If it were only a commercial commodity, so that nine-tenths of our teachers could buy it! There would be fewer errors of judgment then; fewer mistakes in treating an accident like a willful trespass, innocent fun like malice prepense, and a sin of ignorance like one of obstinacy.

Perhaps, as teachers, we haven't attained to this high ideal ourselves. It may be that we find our own conduct more easily governed by the expectation of a plaudit or censure, than by "Right, for right's sake." If so, we need not expect anything beyond our own moral attainments in our pupils; that is, not from *our* teaching. They may have other influences at work upon their moral natures that will elevate their standard beyond ours, but it will not affect our case. Do we think of this side of our work enough? Do we think of any side of it enough? Is it uppermost in our minds, our plans, our aspirations? Do we make it our business (*because* it is our business) and everything else subservient to it? Are we constantly seeking to improve and be improved? Do we give all we can and get all we can in the way of mutual benefit?

As teachers, let us think upon these things.

GEMS FROM JOSEPH PAYNE.

The efficiency of a lesson is proved by the part taken in it by the pupil.

The *method* of teaching any subject is a special mode of applying the *art* of teaching.

The master teaches by calling into exercise the learner's powers, not by making a display of his own.

You cannot get the best results of teaching unless you understand the mind with which you have to deal.

It is the business of the educator to convert undisciplined energy into a fund of organized self-acting power.

A man who takes up any pursuit without knowing what advances others have made in it, works at a great disadvantage.

The teacher's proper function is to act as a guide, hence it is important that he should previously have taken the journey himself.

Education can never take its proper rank among the learned professions, that proper rank being really the highest of all, until teachers see that there really are principles of Education, and that it is their duty to study them.

Art derives its rules from knowledge of the thing and its laws of action, and says, "Do this or that with the thing, in order to accomplish the end you have in view. If you act otherwise with it you violate the laws of its being.

An eminent French teacher used to be laughed at for saying that he continually aimed to make himself *useless* to his pupils. The silly laughers thought he had made a blunder, and meant to say *useful*. But they were the blunderers.

Routine teachers make routine pupils. The routine pupil is a slave. Give him a problem to solve—he does not ask what principles are involved in its solution, but "What rule does it come under?" Give him the rule—he reads it, grinds away at his work, and arrives at the end as much a slave as ever. He is a slave because his master has made him so.

The inartistic teacher, without any attempt to interest the child, without exhi iting affection or sympathy towards him, hastily gives him some technical directions, and sends him away to profit by them, as he may—simply, "orders him to learn," and leaves him to do so alone. The human educator is bound not only to excite an interest in the work, but to sympathize with the worker.

The rules of Art may be carried out blindly or intelligently. If blindly, the worker is a mere artisan—an operative who follows routine, whose rule is the rule-of-thumb. If intelligently, he is a true artist, who not only knows what he is doing, but why this process is right and that wrong, and who is furnished with resources suitable for guiding normal, and correcting abnormal action.

Educational amateurs say: "A little bit of this knowledge, a little bit of that—some information on this point, and some on that—is so useful." They forget that the most useful thing of all is the formation of good mental habits, and these can only be formed by concentrating the mind on a few subjects, and making them the basis of training.

I have, when reading with a class of children, and meeting with a reference to some bridge to be burst open by mechanical means, or some bridge to be extemporized in an emergency, simply said: "Try to invent a contrivance for accomplishing these objects, and show me to-morrow your notions," and have ever failed to receive a number of rude sketches, all showing the intense interest excited by the devotion of their minds to the object.

PRIDE is as loud a beggar as Want, and a great deal more saucy. When you have bought one fine thing, you must buy ten more, that your appearance may be all of a piece; but it is easy to suppress the first desire than to satisfy all that follow it.—FRANKLIN.

THE SCHOOL-ROOM.

For the SCHOOL JOURNAL.

EXERCISES ON UNFAMILIAR WORDS.

BY W. C. PAYNE.

Too frequently the pupils of the primary grades learn words "by heart," and often would not recognize them in other connections than those of their readers. It is not always possible to procure sufficient supplementary matter to correct this tendency to rote-learning, and the teacher must fall back upon his own ingenuity. The following plan has been used with success:

Let the teacher select from the regular lesson such words as *is, it, a, the, dog, good,* and *black,* and write them in a column upon the board; then ask the pupls in turn to tell him something, using any of the words. They will readily form such sentences as, *The dog is black. The dog is good. Is the black dog good? The black dog is a good dog,* etc. As the pupils give the sentences the teacher may write them on the board and then call upon the class to read them in concert and by turns.

This exercise may be varied by allowing the pupils to write the sentences on slates, from which they may read. The more advanced classes can exchange slates when they read. To obviate the necessity of correcting all the slates, one pupil may write his sentences upon the board, when his work can be corrected by the class under the directions of the teacher, who should call attention to spelling, arrangement of words, forms of letters, punctuation, etc. This exercise may be adapted to any grade. The older pupils may arrange their sentences in a natural order, and be led on from this to letter and composition writing. Each word of a lesson should be repeated in various connections and arrangements, till its different meanings and uses are fully comprehended. All the writing should be script, and great attention must be given to the form of letters and position of the pupil when writing. It is a great mistake to put off composition work to the fifth and sixth grades, for a pupil is able to learn writing as early as he is able to learn reading.

For the SCHOOL JOURNAL.

NOTES ON TEACHING.

BY E. D. BRINKERHOFF, Roscland, Essex Co., N. J.

Arithmetic should be presented to the pupil in four steps, in the following general order: (1) Mental processes within the grasp of sense. The child, after proper object lessons, determines how many threes in six by seeing in his mind six objects in groups of threes. (2) Written processes within the grasp of sense. The object of this step is to introduce and perfect the habit of using figures intelligently. (3) Written processes beyond the grasp of sense. The child goes on to higher numbers, using the decimal system, or more difficult numbers, using fractional forms. (4) Mental processes beyond the grasp of sense. When the student multiplies 489 by 5 mentally, the operation may legitimately consist in seeing (mentally) the forms that would be made on the slate by the written process. The earlier steps will be constantly used in introducing new work in any of the higher ones.

Col. Parker wisely recommends the non-intervention of the spoken word in the first steps in reading. It is a great point. Correctly carried out, the teacher will not at first trust to oral reading as a test. The child will indicate his recognition of the written word "dog" by pointing to a dog. John will show that he recognizes the written sentence, 'Open the door, John," by opening the door. This is better than standing before the little class with a picture of a dog and talking aimlessly about it, and eliciting its name, and bringing the name into prominence; as if preparatory to acquainting the pupil with a sign for the name. The little one must be led to associate the written word directly with the object; or, precisely, he must associate his idea of the object with his new idea of the written word; the name will take care of itself. The danger in associating the written word with the mere spoken word too early consists in that the child will form the habit of reading without taking the sense. If words are used too glibly or lightly the habit of neglecting the meaning is formed. Besides, the child has hitherto *used* language, not studied it; for a while he must continue to use it, not study it formally. If he studies words as words at all, the process must be very wisely conducted.

For the SCHOOL JOURNAL.

LESSONS IN NATURE.

As soon as the ground is dry in spring, the true teacher, as distinguished from the recitation hearer, will take his pupils to the woods, where Nature provides in abundance the proper material for the child's education. Teachers in the country will have little difficulty in making these excursions. Teachers in the city will find it possible to overcome the difficulties in their way. If the trustees will not allow one day or half-day during the week, Saturdays can be taken. Such excursions will do the teacher more good than anything he could do on that day, and will be vastly better for the children then to spend the day on the streets. The children will gladly save their pennies to pay their fare on the cars, or, where no lines run, to hire a wagon to take them to the nearest woods.

These excursions should not be aimless rambles, but trips for enthusiastic study. The teacher will make preparation for everything beforehand, telling them what to look for and what to collect and bring home for future study. Many pretty things, besides, for ornament may be collected—moss and squaw-berry vines, with the bright red berries on, ground pine, and other green things, to arrange in pretty hanging baskets or flower pots. A sprouting hickory or chestnut may be found with the nut still attached to the growing radicle or plumule. This may be examined, taken home, and nourished, that the process of germination may be observed.

In damp places young ferns will be found just pushing their woolly coils above the ground. These may be easily taken up, roots and all, and transplanted in a shady corner in the school-yard, or in pots, where the process of uncoiling will be eagerly watched.

The objects of these lessons will be (1) to furnish material with which the children will cultivate their powers of observation; (2) to show them how to acquire knowledge by these powers; (3) to foster the spirit of investigation.

For the SCHOOL JOURNAL.

MENTAL ARITHMETIC.

a. Object. (1) The acquirement of a knowledge of number for its own sake and to aid in written arithmetic. (2) To train the mind to grasp and hold the conditions of a problem and to solve it accurately and rapidly without visible aid.

b. Method. Problems should be new and interesting, that they may be attacked with vigor; the text-books, therefore, should be put in the hands of the pupils only for recitations. Problems should be so presented that the mind may be trained to depend either upon the eye or the ear for its conception of the conditions of the problem. Various exercises may be employed to effect this. (1) Pupils may be provided with text books, one may read aloud the problem and solve, the others looking on and listening. (2) The teacher only has a text-book, reads the problem, and the class solve. (3) Books are distributed, the pupils read a designated problem silently, solve it and write or state the answer; or a number of problems may be designated, the answers written down, and all read at once.

"As welcome as sunshine,
In every place
Is the beaming approach
Of a good natured face."

"As genial as sunshine,
Like warmth to impart,
Is a good natured word
From a good natured heart."

A PHILOSOPHY LESSON.

FROM PAYNE'S LECTURES.

[To teach *momentum* and *friction:* The teacher obtains a pile-driving machine. With a little assistance he can construct one.] It consists of two strong uprights, well fastened into a solid, broad block of wood as a basis, and supplied with two thick ropes, one on each side, which are laid over pulleys at the top of the uprights, and employed to draw up a heavy mass of iron, the fall of which on the head of the pile drives it into the earth. Two or three men at each end of the rope supply the motive power.

Let a working model of this machine be so placed that all the pupils of the class may see and have access to it. [The class may be taken out in the school-yard where the pile can be driven in the ground.] The teacher's object is to make this machine the means of communicating knowledge and of drawing forth their intellectual powers. He has no need to tell them to look at it. The image of it as a whole is at once impressed upon their minds. The teacher need not tax his ingenuity to devise methods for gaining their attention. It is already on the full stretch. Their curiosity is excited—their eyes wide open, and, "unsatisfied with seeing"—"What can it be? What will it do?" He tells them the purpose of it, and nothing more: "It is a contrivance for driving piles into the ground." They are eager to see it in action.

It is now at rest, the weight resting on the head of the pile. The teacher directs two of the children, one on each side, to lay hold of the ropes and pull up the weight, telling the class that the weight is called a monkey. [Names and coventionalities which they cannot find out for themselves, he must, of course, tell them.] The monkey is drawn up gradually till the clutch relaxes its hold, and down it falls, to their immense delight. This is the first experiment. Let *all the children* try it—all pull up the weight with their own hands, and gain an idea, by personal, individual experience, of the resistance of the weight. This experience involves muscular sensibility, sensation, and a rudimentary notion of force. The children by this time begin to have an idea of the machine, and begin to conceive the relation between the end and the means. The pile gives way under the repeated blows of the monkey. Let the monkey be weighed and another substituted. What is the result now? Use the measuring-scale to see exactly how much the pile moves under the different weights. Why are these results different? Next, let the height which the weight falls be gradually varied, until there is no height and the weight merely rests on the head of the pile, as at first. What is gained by the motion of the weight? Try the experiment many times—weigh, measure, judge. When is weight acting alone? when alone with motion? The children form a conception themselves of *momentum;* and when the thing is understood the technical name may be given. Next, let the weight be detached and placed on an inclined plane—a slanting board. Why does it move less easily now than it did when it was free? Alter the inclination; try all the possible varieties of slope. When is the motion easiest? The pupils gain the idea of *friction,* and may have the name given them. Attach the weight to the rope again. What is the use of the pulleys? Remove them, and pull at the ropes without them. What difference is there now in the ease of motion?

Ask if any one could devise another machine for driving piles, or any other contrivance for doing the work of this, better? Let every one think of this before the next lesson, and bring his model with him. The teacher sums up the results of the lesson, and tells the pupils to write them down before him. He examines their papers and makes them correct their blunders. The lesson is concluded.

In ordering goods, or in making inquiry concerning anything advertised in this paper, you will oblige the publisher as well as the advertiser, by stating that you saw the advertisement in the SCHOOL JOURNAL.

FOR THE SCHOLARS.

For the SCHOOL JOURNAL.

THE VALUE OF KNOWLEDGE.

A CLOSING EXERCISE INTRODUCING 23 PUPILS—8 BOYS AND 15 GIRLS.

[This exercise may be adapted to any school. If there are too many participants, some parts may be omitted, if not enough more may be added, so that each child can have something to do. An appropriate song may be sung by the school before beginning the exercise. The teacher's desk is then vacated, and so are 23 of the pupil's seats. A pupil enters, steps to the teacher's desk and rings the bell. Others now hurry in and take their seats as at the opening of school. The pupil says: "Our teacher sent me to tell you that she will not be able to be here this morning until recess, and that we may keep school all by ourselves, but that she hopes we will improve the time to the best advantage."]

Edgar (*throwing up his hat.*) Hi! I'll improve my time to the best advantage. Come on boys; let's have some fun. (*Leaves his seat and walks around.*)

Henry. I think we had better get our lessons first and have them off our minds. Then we shall be ready to enjoy ourselves. My father says: "Work first, play afterwards."

Edgar. Pshaw! What's the good of studying? I wish there wasn't any books. I wish there never had been any made, and I had all the money that's been spent for them.

William. A debate, boys! Let's have a debate. *Resolved:* "That it is better to have money than knowledge." Let Edgar lead the affirmative side and George the negative.

George and *Edgar.* Agreed.

Harvey. Hold on! Let's elect a chairman first, and do things in a business way.

Fred. I nominate Stella Clapper for chairman.

Harvey. I second the nomination.

William. It is moved and seconded that Stella Clapper be chairman of this meeting. All in favor of that manifest it by raising the right hand. (*All vote.*) It is carried. Miss Clapper will please take the chair.

(*Stella takes the teacher's chair.*)

Stella. The debaters will please proceed with the question. Edgar Shaw was to lead.

Edgar (*rises*). Well, I am afraid this is more than I bargained for, but I think I can show that I am right. I am sure it would be much better to have money than knowledge, for with money you can buy all you need. Knowledge won't buy you a crust of bread if you are starving.

Henry (*rises*). Miss Chairman.

Stella. Henry Olliver.

Henry. The gentleman says knowledge won't buy a crust of bread. I beg to differ with him. Knowledge will buy much more than a crust; knowledge is in demand; it brings a high price in the market. Suppose I know how to draw plans for a house; I go to a man who wants to build a house, and tell him how long he must have this wall, how high that one, how deep his foundation, and how much material he will need. He pays me for what I tell him; I sell him my knowledge.

Fred. (*rising.*) Miss Chairman.

Stella. Fred. Brown.

Fred. The gentleman has been talking about a trade, not knowledge, such as we are getting here, which I think is what the first gentleman meant.

William (*rising*). A man's trade is his knowledge; it is knowledge of the things he has to work with, and knowledge of how to place them so as to accomplish what he wishes to. The knowledge we are getting here is the foundation on which we will build our trades or professions after we leave school.

George (*rising*). Yes; but there are thousands of good carpenters and masons and all kinds of workmen who have no education at all, many who do not know how to read even.

Harvey. Miss Chairman: I beg to correct the last gentleman. He said *good* workmen when he should have said *passable* workmen. They do a certain amount of work in a day and do it well, but a machine would do it as well or better. They do not keep improving in their business and increasing their salary, because they are working blindly. If they had a good stock of knowledge to start with, and then learned their trades and then kept on reading and improving themselves, they would become masters of their business and leave the lower place to others.

Charles. Miss Chairman: if it would be in order to introduce the opinions of others in this debate, I would like to quote something from Edward Everett.

Stella. If there is no objection you may do so.

(*Charlie rises and declaims.*)

"What, sir! feed a child's body and let his soul hunger; pamper his limbs and starve his faculties? What! plant the earth, cover a thousand hills with your droves of cattle, pursue the fish to their hiding places in the sea, and spread your wheat fields across the plains in order to supply the wants of that body which will soon be as cold and senseless as the poorest clod, and let the spiritual essence within you, with all its glorious capacities for improvement, languish and pine? What! build factories, turn in rivers upon the water-wheels, unchain the imprisoned spirits of steam to weave a garment for the body and leave the soul unadorned and naked? What! Send out your vessels to the farthest ocean and make battle with the monsters of the deep in order to obtain means for lighting up your dwellings, and permit that vital spark which Deity has kindled to languish and go out?"

Mary (*rising.*) Miss Chairman: I have just been reading a very interesting piece about "A Wonderful Storehouse." I would like to read it if there is no objection. (*There being none she rises to read.*)

Stella. Suppose you come to the platform to read; perhaps all can hear you better.

(*Mary goes to the platform and reads.*)

THE STOREHOUSE.

In the field of Time stands a wonderful storehouse filled with the rarest of treasures, which are free to all who will but go there for them. One of the strangest things about it is that the more there is taken out the fuller it grows. In olden times people did not go to it very often. Some Egyptians went once and came away with the power to build wonderful pyramids, temples, and tombs. Some Phœnicians went soon afterward, and received power to build ships and sail them, so that they became famous navigators. The Greeks were frequent visitors of the storehouse, and received great power in sculpture, painting and literature. The storehouse had become very large by that time, but there followed a long time—nearly a thousand years—in which scarcely a visitor entered it, and the whole world became full of sin and misery, and some of the evil men destroyed a part of the storehouse. But after a time people began to go there again for treasures. One man received a wonderful one—the printing press. That sent many people to the storehouse. It began to enlarge rapidly, and the treasures increased. Some of the visitors received knowledge of the laws of weights and pulleys, by which they were able to construct machinery to work for them. Others obtained knowledge of plants and soils, and the power to increase the products of the earth; others power to arrest diseases and to diminish bodily pain. One came away with power to imprison steam and compel it to pull boats and cars and turn wheels; another with power to chain the lightning, and another with power to make this work with steam in turning wheels and pulling cars. Is not this a wonderful storehouse? But what is more wonderful still; only a few out of the millions of people ever go to it. But more and more are going every year; perhaps the time will soon come when its treasures will be spread all over the world.

Henry. Miss Chairman, I move that if anyone else has a selection upon this subject we have the pleasure of listening to it.

George. Second the motion.

Stella. It is moved and seconded that we listen to selections upon this subject, if any one has any to give. All in favor manifest it by raising the right hand. (*All vote in favor.*) Suppose we sing something first.

Mary. Let us sing our school song.

(*All sing.* "Going to School.")

(*While they are singing the teacher, who has been standing unobserved at the door, enters and takes a seat at the side of the room, and at end of first verse says:* "Go right on; you are improving the time I see.")

Ellen. I think one of our "Golden Thoughts" is appropriate to the occasion: "Knowledge is like a lighthouse on a dangerous coast."—QUAIFE.

Minnie. And so is this one from Solon, one of the seven wise men of Greece: "A man that is rich in knowledge is rich in all things, for without it there is nothing, and with it what can be wanting?"

Davie. Here is what Franklin said: "If a man empties his purse into his head no man can take it away from him; an investment in knowledge always pays the best interest."

Katie. I have one; I don't know the author: "What benefits come from knowledge? The answer is written on every page of the world's history."

Fanny. Mrs. Burnett says: "Early knowledge is very valuable capital with which to set forth in life; it gives one an advantageous start."

Susan. And this is what the ancient astronomer, Pythagoras, said: "He that hath no knowledge of that which he ought to know is a brute among men; and he that knoweth no more than he hath need of is a man among brute beasts; and he that knoweth all that may be known is a god among men."

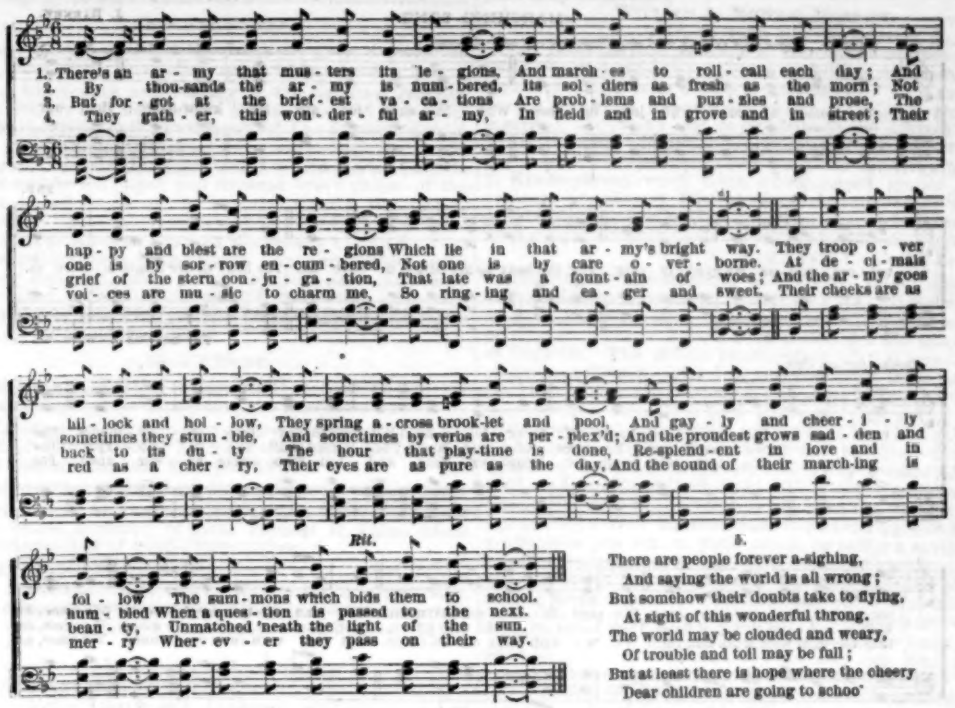
Bertha. "Knowledge expands the mind, exalts the faculties, refines the taste of pleasure, and opens innumerable sources of enjoyment."—UFFENBACH.

Helen. I have something here from Sidney Smith about the "Pleasures of Knowledge," which I will read if it is the pleasure of the company.

(*Reads.*) "It is the ancient feeling of the human heart that knowledge is better than riches. To mark the course of human passions as they have flowed on in the ages that are passed; to see why nations have risen and why they have fallen; to speak of heat, and light, and the winds; to know what man has discovered in the heavens above and in the earth beneath; to hear the chemist unfold the marvelous properties that the Creator has locked up in a speck of earth; to be told that there are worlds so distant from our own that the quick-

GOING TO SCHOOL.

MRS. MARGARET R. SANGSTER. J. E. BERRY.

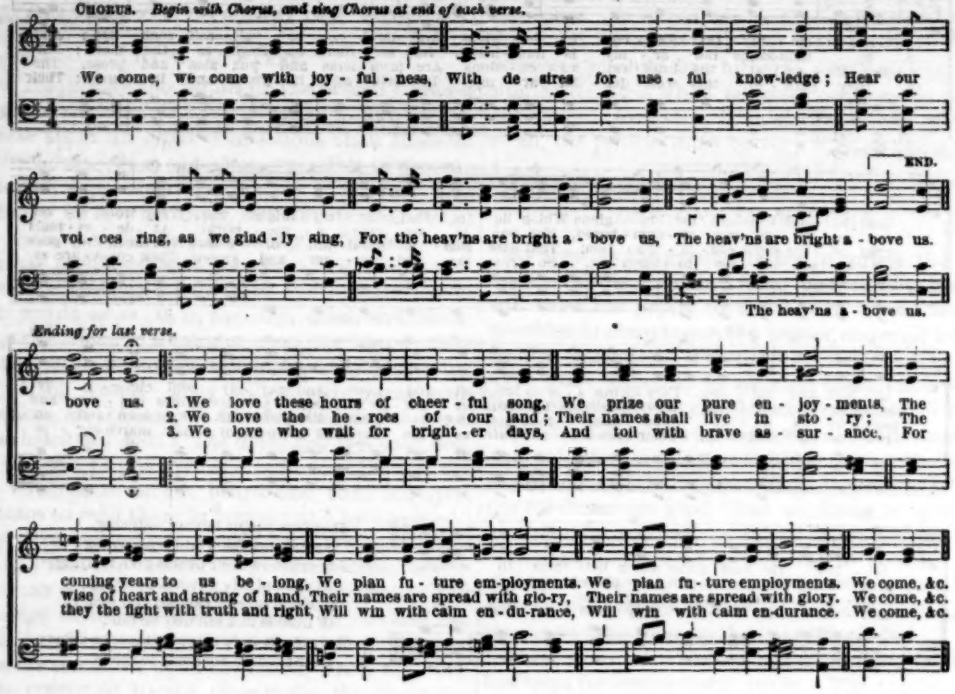


5.

There are people forever a-sighing,
And saying the world is all wrong;
But somehow their doubts take to flying,
At sight of this wonderful throng.
The world may be clouded and weary,
Of trouble and toil may be full;
But at least there is hope where the cheery
Dear children are going to schoo'

WE COME, WE COME.

(MARCHING SONG.) J. BARNBY.



ness of light traveling since the world's creation has never reached us,—it is worth while in the days of our youth to strive for this.

"To wander in the creations of poetry, and grow warm again with that eloquence which has swayed the democracies of the Old World; to go up with the great reasoners to the First Cause of all, and to perceive in the midst of all this dissolution and decay and cruel separation that there is one thing unchangeable, indestructible, and ever-lasting;—it is surely worth while to pass sleepless nights for this; to give up for it laborious days; to spurn for it present pleasures; to endure for it afflicting poverty; to wade for it through darkness, and sorrow, and contempt, as the great spirits of the world have done in all ages and in all times.

A life of knowledge is not often a life of injury and crime. Whom does such a man oppress? With whose happiness does he interfere? Whom does his ambition destroy? In the pursuit of science he injures no man; in the acquisition of knowledge, he does good to all. Therefore, when I say love knowledge with a great love, a vehement love, what do I say but love innocence, love virtue, love purity of conduct, love that which if you are rich and great, will sanctify the Providence which has made you so, and make men call it justice; love that which, if you are poor, will render that poverty respectable; love that which will comfort you, adorn you, and never quit you; that which will make your motives great and honorable; love that which will make you fertile in resources, rich in imagination, strong in reasoning, prudent and powerful above your fellows in all your relations and in all the offices of life?"

Kate. Miss Chairman: little Nettie Moore knows a pretty verse about knowledge.

Stella. Will you speak it, Nettie?

Nettie (*a very small girl.*)

Deeper, deeper, let us toil,
In the mines of knowledge,
Nature's wealth and learning's spoil
Win from school and college;
Delve we there for richer gems
Than the stars of diadems.

Grace. I know one from the Bible:

Wisdom hath builded her house;
She hath hewn out her seven pillars;
She hath killed her beasts;
She hath mingled her wine;
She hath also furnished her table;
She hath sent forth her maidens;
She crieth upon the high places of the city;
Who'er is simple, let him turn in hither;
Come eat of the bread
And drink of the wine I have mingled;
Forsake the foolish and live,
And go in the way of understanding,
For by me thy days shall be multplied,
And the years of thy life shall be increased.

Edgar. Miss Chairman: I give up. I did not expect I should have to contradict so many wise old philosophers. I yield the point. Knowledge is a very desirable thing, but it is terrible hard work to get it. I wish some of those ancient wise men had thought to tell us how we might become wise too.

Mabel. I can tell:

'Little by little,' a small boy said,
And each day the littles he stored in his head;
Little by little in learning he grew,
Learning each day a little that's new,
Till at last the world in amazement cried:
"How great is the man—how wondrous wise?"

Carrie. I know another something like that. It is:

LEARN A LITTLE EVERY DAY.

Little rills make wider streamlets,
Streamlets swell the rivers flow;
Rivers join the mountain billows,
Onward, onward as they go!
Life is made of smallest fragments,
Shade and sunshine, work and play;
So we may with greatest profit,
Learn a little every day.

Tiny seeds make countless harvests.
Drops of rain compose the showers,
Seconds make the flying minutes,
And the minutes make the hours!
Let us hasten then and catch them
As they pass us on the way!
And with honest, true endeavor,
Learn a little every day.

Let us read some striking passage;
Cull a verse from every page;
Here a line and there a sentence,
Gainst the lonely time of age!
At our work, or by the wayside,
While the sun shines making hay;
Then we may by help of study,
Learn a little every day.

Davie. Miss Chairman: may we sing "The Little Frogs at School?"

Stella. If there is no objection.

(*All sing.*)

[If no tune can be found for this, some familiar song may be substituted.]

LITTLE FROGS AT SCHOOL.

Twenty froggies went to school
Down beside a rushy pool;
Twenty little coats of green,
Twenty vests all white and clean.
"We must be in time," said they,
"First we study, then we play,
That is how we keep the rule
When we froggies go to school."

Master Bullfrog, grave and stern,
Taught the classes in their turn;
Taught them how to nobly strive,
Likewise how to leap and dive.
From his seat upon the log,
Showed them how to say, "Ker-chog!"
Also how to dodge a blow
From the sticks which bad boys throw.

Twenty froggies grew up fast;
Bullfrogs they became at last;
Not one dunce among the lot,
Not one lesson they forgot.
Polished in a high degree,
As each froggie ought to be,
Now they sit on other logs,
Teaching other little frogs.

Teacher. I propose that Harriet Ives recite "King Soloman and the Bees." I have heard her recite that nicely.

Harriet.—

KING SOLOMON AND THE BEES.

When Solomon was regning in his glory,
Unto his throne the Queen of Sheba came
To see the the splendors of his court and bring
Some fitting tribute to the mighty king.

Nor this alone; much had her highness heard
What flowers of learning graced his royal speech,
What gems of wisdom dropped with every word;
What wholesome lessons he was wont to teach
In pleasing proverbs; and she wished in sooth,
To know if rumor spoke the simple truth.

And straight she held before the monarch's view,
In either hand a radiant wreath of flowers;
The one bedecked with every charming hue,
Was newly culled from Nature's choicest bowers;
The other, no less fair in every part,
Was the rare production of divinest art.

"Which is the true and which the false?" she said,
Great Solomon was silent. All amazed,
Each wondering courtier shook his puzzled head,
While at the garlands long the monarch gazed,
As one who sees a miracle, and fain
For very rapture ne'er would speak again.

"Which is the true?" once more the woman asked,
Pleased at the fond amazement of the king,
"So wise a head should not be hardly tasked,
Most learned liege, with such a trivial thing."
But still the sage was silent; it was plain,
A deepening doubt perplexed the royal brain.

While thus he pondered, presently he sees,
Hard by the casement,—so the story goes—
A little band of busy, bustling bees,
Hunting for honey in a withered rose;
The monarch smiled and raised his royal head
"Open the window!"—that was all he said.

The window opened at the king's command;
Within the room the eager insects flew,
And sought the flowers in Sheba's dexter (right) hand!
And so the king and all his courtiers knew
That was Nature's; and the baffled queen
Returned to tell the wonders she had seen.

My story teaches (every tale should bear
A fitting moral) that the wise may find
In trifles light as atoms in the air,
Some useful lesson to enrich the mind,
Some truth designed to profit or to please,
As Israel's king learned wisdom from the bees.

—JOHN G. SAXE.

Stella. Let us sing "The Honey-Bee."

(*All sing.*) [If this is not known another may be substituted.]

Down in the clover, gay little rover,
Gathering honey for you and for me;
Buzzing so gaily, laboring daily,
Oh, how we bless you, dear little bee.

CHORUS.

Bz, bz, bz, bz.
Gaily he flies o'er the beautiful lea,
Bz, bz, bz, bz,
Oh, how we love him, the sweet honey-bee.

Seeking with pleasure life's golden treasure,
When the glad days of the summer are here,
He doth remember chilly December,
When no sweet flowers dare to appear. (*Chorus.*

Let us take warning in life's glad morning,
Gather a lesson from each passing hour,
Let this remind us, dark days may find us
Seeking in vain a beautiful flower. (*Chorus.*)

Teacher. You may take time for one more recitation. Suppose Clara recites, "What Might be Done."

Clara.—

What might be done if men were wise!
What glorious deeds, my suffering brother,
Would they unite,
In love and right,
And cease their scorn for one another.

Oppression's heart might be imbued
With kindling drops of loving kindness,
And knowledge pour
From shore to shore,
Light on the eyes of mental blindness.

All Slavery, Warfare, Lies and Wrong,
All Vice and Crime might die together,
And wine and corn
To each man born,
Be free as warmth in summer weather.

The meanest wretch that ever trod,
The deepest sunk in guilt and sorrow,
Might stand erect
In self respect,
And share the teeming world to-morrow.

What might be done? This might be done,
And more than this my suffering brother,
More than the tongue
E'er said or sung,
If men were wise and loved each other,

—CHARLES MACKAY.

Teacher. Miss President: I move that the meeting adjourn.

Harvey. Second the motion.

Stella. 'Tis moved and seconded that we adjourn. All in favor manifest it by raising right hand. The meeting is adjourned.

(Stella takes her seat; teacher takes her place at the desk.)

Teacher. You have improved the hour so well I will not ask you to do anything more. You may sing, "We Come! We Come!" and then we will take a recess.

(After the singing the teacher taps the bell, and a short intermission follows. Then the regular teacher resumes her place, and speeches may follow from visitors, and general matters pertaining to the close of school be attended to. For a closing song, the following might be sung to the tune of "Robin Redbreast"):

VACATION SONG.

Good-bye, good-bye to study,
Vacation now has come,
Vacation now has come;
The days grow hot and sultry,
The drowsy insects hum.
Our study season's over,
We've gathered what we could,
We're longing for the meadows now,
The cool and shady wood.
O, put away the pencils,
Pile up the slates and books,
We'll go to school with the fishes,
In their school-rooms in the brooks.

Good-bye, good-bye to teachers,
Just for a little while,
Just for a little while;
When summer days are over
We'll greet you with a smile;
We thank you for your kindness,
Assistance, care, and cheer,
We'll try to please you better in
Our work another year.
Good-bye, good-bye to schoolmates,
Vacation fast will fly,
Be merry till it's over.
And now, good-bye, good-bye.

NEWS OF THE WEEK.

May 13.—The House of Commons rejected the vote of censure by a vote of 303 to 275—Two messengers on the way to Gen Gordon were captured by the rebels.—The French Cabinet decided to gradually withdraw troops from Tonquin.—Governor Cleveland vetoed the Broadway Arcade Railroad bill.

May 14.—A financial panic occurred in Wall street. It caused much excitement in the London Stock Exchange.—France and China have signed a treaty.—300 Turks were massacred by revolting Arabs.

May 15.—The Reichstag passed a bill regulating the making of explosives.

May 16.—Bismarck has resigned the presidency of the cabinet, and Herr von Boettticher has been appointed his successor.—The New York Legislature adjourned.

May 17.—American stocks are in demand in Europe.

May 18.—The departments of government are preparing for extensive exhibits at the New Orleans Exposition.—Forest fires have broken out again in Pennsylvania.

May 19.—The Alert arrived at St. Johns, N. F.—The suspension of several banks was reported

WHAT CONGRESS IS DOING.

The Senate passed a bill placing Gen. Grant on the retired list; amended and passed the Indian Appropriation bill, and a bill to aid the World's Industrial and Cotton Centennial Exposition at New Orleans.

A bill was introduced in the Senate to limit stock gambling.

The House passed the bill providing a civil government for Alaska and a few appropriation bills. Another tariff bill was introduced by Mr. Hewitt, but received little attention. Little business was done. Much of the time there was no quorum.

GOLDEN THOUGHTS.

[These can be used by the live teacher after morning exercise, or they can be written out and distributed among the class, or one may be written on the black-board each day.]

ILL habits gather by unseen degrees,—
As brooks make rivers, rivers run to seas.—*Dryden.*

"A NEW Commandment I give unto you, that ye love one another as I have loved you."

"IT takes two to make a quarrel, and two to keep it going; it only needs one to end it."

WE should often have reason to be ashamed of our most brilliant actions if the world could see the motives from which they spring.

THE power of words is immense. A well-chosen word has often sufficed to stop a flying army, to change defeat into victory, and to save an empire.—*E. de Girardin.*

I WOULD not enter on my list of friends, though graced with polished manners and fine sense, yet wanting sensibility, the man who needlessly sets foot upon a worm.—*Cowper.*

NOT mighty deeds make up the sum
Of happiness below,
But little acts of kindness,
Which any child may show.

EDUCATIONAL NOTES.

NEW YORK CITY.

The students of Columbia Institute gave a reception drill, May 19th. Invitation cards were issued.

The nineteenth anniversary of the National Temperance Society and Publication House was held May 18th. Mark Hopkins, D.D., President of the Society, presiding. The annual reports were submitted by J. N. Stearns, Corresponding Secretary, which made a pamphlet of nearly 100 pages, and covered every phase of the work in all parts of the country for the last twelve months. This report indicates that this has been one of the most prosperous years in the history of the Society. More publications issued, more pages circulated, more money received, more people reached and influenced than ever before. Over $10,000 has been expended upon purely missionary work, mainly among the freedmen in the Southern States.

ELSEWHERE.

OHIO.—An effort is being made to consolidate the three colleges of the State into one first-class one.

WASHINGTON, D. C.—Five ladies graduated from the Garfield Kindergarten Training Class at its Second Annual Commencement, May 9th, 1884.

TENN.—The State Normal Institute, for West Tennessee, is to be held at Humboldt, June 23d to July 12th, 1884, under direction of Hon. Thomas H. Paine, State Superintendent of public Instruction.

CANADA.—At a meeting of the Ottawa County Teachers' Association held March 21st and 22d, a resolution was adopted requesting the county examiners to raise the minimum grade for teachers' certificates fifteen per cent.

PUTNAM CO., N. Y.—The annual session of the Teachers' Institute will oe held at Carmel, commencing May 19th. Profs. Lantry and Johonnot, conductors. James A. Foshay, Commissioner, says to the teachers: "Your schools cannot afford to have you miss this season."

NORTH CAROLINA.—The State Board of Education met in Raleigh and made arrangements for holding Normal Schools this year at University, Newton. Wilson, Elizabeth City, Franklin, Fayetteville, Franklinton, Plymouth, Newbern and Salisbury. The fund will be only about $500 per school this year.

N. Y. STATE.—The Teachers' Association of Salem, Washington county, meets May 23d and 24th, 1884. The program contains a paper on "Physiology in the School-room," by Miss A. M. Woodin, Cambridge; an Exercise, with Sand Molding, Miss Carrie A. Beattie, Cambridge: paper, "How to Keep the Children Employed," Miss Carrie Hendrick, Whitehall.

MICHIGAN.—On "Arbor day" the scholars of the school at Frankfort, set out on the school grounds 140 trees and shrubs. Of these, 100 were maples and evergreens. The work was entirely done in the afternoon. School was in session during the forenoon as usual; the scholars had no aid whatever. Can any school, in a place of 1,500, in the State, show a better record?—*Mich. Moderator.*

PENN.—The School Directors of Potter county met in convention at the Court House, Tuesday, and were called to order by Miss Buckbee, County Superintendent. Miss Anna Buckbee was re-nominated for County Superintendent. A ballot was taken, 115 votes cast for Miss Buckbee, who was declared duly elected. Miss Buckbee has a right to feel proud of the result. After serving three years to receive a practically unanimous re-election, to an office with a salary of a thousand dollars per year, is an endorsement to be proud of, and right well has she deserved it. Her whole time has been devoted to the schools of Potter county, rain or shine, and so much work must have had a good effect on the schools of the county.

NATIONAL EDUCATION ASSOCIATION.—Program of the Frœbel Institute is as follows: July 14.—Evening Session. Reports of officers. Address of President Hailman.

July 15.—To what extent can the kindergarten become a part of the public school system?—JAMES MACALISTER, Sup't Schools, Philadelphia. What is the purpose and scope of the manual training suggested by Frœbel?—PROFESSOR H. H. STRAIGHT, Normalville, Ill. What benefits may be expected from charity kindergartens?—PROF. JOHN OGDEN, Washington, D. C. How should efficient training schools be organized?—MISS SARAH A. STEWART, Milwaukee, Wis. How can the friends of Frœbel be organized for efficient local work? HON. JOHN HITZ, Washington, D. C.

July 16.—The conflict of two ideals.—COL F. W. PARKER, Normalville, Ill.

July 17.—To what extent should primary teachers be familiar with kindergarten methods?—PRES. IRWIN SHEPARD, Winona, Minn.

NATIONAL EDUCATION ASSOCIATION.—There is to be an excursion from Madison to Oregon. The party will leave Madison Saturday morning, July 19th, and will arrive at St. Paul in the evening. Spending Sunday and Monday at St. Paul and Minneapolis, they will start for the West, Monday, at 4:05 P. M., and will reach Portland, Oregon, Friday, at 4:30 P. M. The fare for round trip tickets, good until November 1st, will be as follows: From Madison to St. Paul and return, $10.45; from St. Paul (for party of 75 or more) to Portland and return, $100.00; from Portland to San Francisco and return, including stateroom and meals, $40.00; round trip ticket from Madison to Portland and return, $110.45; round trip from Madison to Portland and San Francisco and return same way, $150.45; round trip from Madison to Portland and San Francisco and return, via Union Pacific, $162.90. Circulars containing full information and letters answering any questions will be sent to any person by addressing

WILLIAM A. MOWRY, Manager,
No. 49 Snow St., Providence, R. I.

The International Exhibit of the Kindergarten Department will include: 1. Plans of kindergarten buildings and of gardens connected therewith. 2. Kindergarten furniture, pictures and charts. 3. Kindergarten material. 4. Books and pamphlets on the subject. 5. Abstracts and "schools of work" by members of training classes. 6. Work done by pupils of kindergartens. 7. Kindergarten work done in advanced grades and primary schools. 8. Historical and descriptive sketches of kindergarten work. 9. Descriptions and plans of nurseries and kindergarten work done in these. Address

W. N. HAILMANN, La Porte, Ind.

ARKANSAS.—The scientific and normal school opened at Bentonville March 10th, closes May 30th, The Second Annual Session opens September 3d. J. W. Coltrane, principal. June is to be a busy month for the teachers of Pope Co. The public examination of teachers commences at Dover, June 4th, and continues three days; the District Normal Institute meets at Morrilton, Conway county, June 9th, and continues one week; the State Teachers' Association convenes at Morrilton, June 17th, and continues three days; and the Pope county Teachers' Institute commences at Potts Station, June 25th, and continues three days. H. L. Rayburn, County Examiner, says to the teachers: "It will be your privilege to reap a rich harvest from the advantages and opportunities put within your reach, or suffer a veritable blight by neglecting to improve them. No vocation or profession can be made a success without careful, persevering preparation. No man can be a successful lawyer unless he makes law a study, and so it is with all other professions. Teaching is a profession, and should outrank all other professions; but no one can become a successful teacher who does not study teaching as a profession in all its details. Some persons look upon teaching as a low calling, and with very good reason, too, simply because the profession has been brought into disrepute by so much bad teaching—persons attempting to teach who have not made teaching a study or a profession." To directors and parents he says: "We earnestly request you to aid us in securing as large attendance as possible on institutes and any other means of improvement in educational methods. You are the custodians of the public schools, and you can not expect to receive good teaching unless you have in your employ competent, professional teachers. We should never lose sight of the object for which we are working—that is, the benefit of the masses, and especially the children. Nothing is too good for the children, and we should labor assidiously to make the rising generation wiser and better than ourselves. There is a great need of prompt, systematic work on the part of school officers, and hearty co-operation of parents and all friends of education."

FOREIGN.

WALES.—Hundreds of Welsh miners are contributing £5 each, by weekly instalments, towards the proposed Welsh University.

ITALY.—The Ladies' International College at Florence, Italy, established only a few months ago for instruction in modern languages, to American ladies especially, has already received numerous applications for admission from all parts of Italy, as well as from Germany, Austria, and even Roumania. With suitable provision for the accommodation of pupils, there is little doubt but that within one or two years the institution will be self-supporting.

JAPAN.—The management of educational affairs throughout the country is vested in one central authority—the department of education. The whole empire is divided into school districts, with one school each. Every child of all classes must be sent to school from the age of six years, and continued long enough at least to finish the elementary course. The school age seems to extend from six to eighteen years, the children passing through the several grades of study from the primary to the academy—the highest institution of learning in the land.

PLEASE Stop My—What?—"Times are hard, money is scarce, business is dull, retrenchment is a duty; please stop my—" whiskey? "Oh, no; times are not hard enough for that yet. But there is something else that costs me a large amount of money every year, which I wish to save; please stop my—" tobacco, cigars and snuff? "No, no, not these; but I must retrench somewhere; please stop my—" ribbons, jewels, ornaments and trinkets? "Not at all; pride must be fostered, if times are ever so hard; but I believe I can see a way to effect quite a saving in another direction; please stop my—" tea, coffee, and needless and unhealthy luxuries? "No, no, not those. I cannot think of that sacrifice; I must think of something else. Ah! I have it now. My paper costs me seventeen cents a month; $2 a year; I must save that. Please stop my paper. That will carry me through the panic easily. I believe in retrenchment and economy, especially in brains."—*Exchange.*

IT is reported that the King of the Belgians has intimated to Earl Granville his readiness to dispatch Henry M. Stanley, the African explorer, to lead an expedition to the highest possible point in the Congo region for the purpose of aiding Gen. Gordon in his retreat from Khartoum, upon the condition that the English Government shall recognize the International African Association.

THE steamer *Faraday* began to lay the shore end of the new ocean cable, called the Bennett-Mackey cable, in Dover Bay, N. S., on the 7th of the month.

LETTERS.

The Editor will reply to letters and questions that will be of general interest, but the following rules must be observed:
1. Write on one side of the paper.
2. Put matter relative to subscription on one piece of paper and that to go into this department on another.
3. Be pointed, clear and brief.
4. Mathematical puzzles are not desirable.
5. Enclose stamp if an answer by mail is expected. Questions worth asking are worth putting in a letter; do not send them on postal cards.

I am an ardent apostle of the "New Education," but find it hard to carry it into practice. If parents would only let the children alone and give me time, I could show them results.

What strikes me in teachers is their talk, when they meet, of order, order. I believe that as long as teachers think of nothing but how to secure order, scholars will think of nothing but how to destroy it. We complain of the children not "taking interest." How much interest do we take? It is hard to keep the little ones still. Your articles on "Busy Work" are invaluable. I have two small pupils whom it is very hard to keep at work all the time. I cannot sing myself, so we have no singing. Our school-house is old and dingy; the floor is uneven and always dirty; the desks are hacked by about four generations of boys; the parents have but little sympathy with my plans. But the children love me and I love them. The school-house is pleasantly located; and who shall say what I cannot do? It seems impossible that I should not succeed, for I have consecrated my life to teaching. I care for little else.

M. E. W.

[Do not try to keep the little ones at work all the time. Give them something to do, and when it is done send them out door to play. *Play* is the proper work of the little child. The wise instructor only directs the play, so that it shall assist the growth of the faculties for which it was intended. See suggestions elsewhere for securing co-operation of parents. You have the spirit of a true teacher. You will succeed if you study your profession.—ED.]

Will you allow me to offer an answer to my question in April 19th issue of JOURNAL.

Query—Suppose a hole to be cut through the earth and a ball dropped into this hole, what would be the behavior of the ball, and where would it come to rest and how?

You say the ball would never come to rest, but would oscillate between the opposite surfaces of the earth forever.

I hold that it would come to rest at the centre: that it would never pass the centre of the earth. It is an established law that momentum is equal to weight multiplied by velocity—that is, M = W×V. According to the Newtonian Theory, nothing has weight at the centre of the earth, because the attraction is equal in all directions. If this be true, when the ball reaches the centre its weight is equal to zero. Then our equation becomes M = V×O = zero—that is, the ball has no momentum and cannot have velocity because it has no weight, and will, therefore, never pass the centre at all, but will descend with retarded motion to the centre, where it will stop. If you think my theory worth anything, you may give it room in the column of letters.

E. W. ANDERSON.

In regard to "the space between the three roads is intended for a parade ground," I think we have no right to assume that more than one space is enclosed by the three roads. If the roads intersect each other they enclose a triangular *area*, for space is not limited to two dimensions, and the sentence should read: "The area between the three roads is intended for a parade ground." If, however, the roads are assumed to be parallel, or nearly so, there are then *spaces* and there will be parade *grounds*, and the sentence should stand: "The spaces between the roads are intended for parade grounds." I would like to call attention, with the pardon of the writer, to an error of very common occurrence in newspaper columns, which is found in the interesting article entitled, "School Government." Speaking of a model school, the writer says: "It had been marked higher than any *other similar* school by the officers sent out to examine all the schools. Now any *similar* school must, of necessity, have been an *other* school, and the word other is, therefore, of no use.

The writer of the sentence is evidently, like the rest of us educated twenty years ago, a victim of the old technical grammar and the old education.

San Buenaventura, Cal. C. T. MEREDITH.

Robinson's Practical Arithmetic says the ratio of 9 to 3 is 3÷9, and Robinson's Complete says the ratio of 9 to 3 is 9÷3, which is right, and why? J. W. P.

[The second is right, because the ratio of two numbers is expressed by the fraction, which the first one is of the second, *i.e.*, 9 is what part of three.—ED].

If President Arthur should die while in office, who whould become President of the United States? J. F. N.

[No provision has yet been made for such a contingency.—ED.]

Please give the address of the President of the Cornell University; (2), its full title; and (3), all information that may aid in becoming members.

[Address, Pres. Andrew D. White, Ithaca, N. Y.—ED].

Why are horse-shoes put up in the houses? M. J. H

[People used to suppose that iron that had done service as a horse-shoe possessed some mysterious virtue which would drive away ill-luck, witches, etc.—ED.]

EDUCATIONAL MISCELLANY.

For the SCHOOL JOURNAL.

MONEY PANIC IN NEW YORK.

The failure of the firm of Grant & Ward, May 6th, followed by the suspension of the Marine National Bank was the prelude to a series of crashes. The banks became suspicious of several speculating firms, and refused to loan them money; this precipitated matters and symptoms of a panic began to be felt. When the Stock Exchange opened Wednesday 14, the room was densely crowded; every broker was trying to sell stocks to get money; stocks of every kind were thrown on the market; prices rapidly fell. Then the chairman announced that one firm was unable to meet its contracts. This was followed by another and another; then news came that the Metropolitan Bank had suspended! This was telegraphed to all parts of the country and stock holders telegraphed their brokers to dispose of stocks. Prices kept falling and more failures followed. Money lenders received 3 per cent. interest, per day, for a time. Rumors of other bank failures followed; this caused a run on the banks. Just before 3 o'clock the Atlantic Bank of Brooklyn closed its doors. At 1:30 the bank presidents, who compose the Clearing House, met and resolved to stand by each other. This restored confidence and affairs began to grow quiet and the panic was over.

Speculators had run prices up far beyond their real value; business men were suspicious and afraid to invest heavily in any product for fear of a sudden fall in prices, this caused dulness in the market. Such a collapse as this restores prices to something like their real value, and, while it brings merited disaster to the speculators, and unmerited calamity to many innocent ones, the general effect to the country will be a revival of business. Sympathy is due to those who suffer in consequence of the work of the speculators.

One of the marked things of this panic was the failure of Grant & Ward. General Grant—his sons, and Ferdinand Ward, and Fish, the president of the Marine Bank. The business was left to Ward and he got money invested by saying he had "profitable contracts;" with this money he paid out heavy dividends. An investigation shows that he deceived General Grant as well as others investing.

HONEY ANTS.—Dr. McCook, of Philadelphia, on his way to New Mexico, to study the habits and manners of a famous, little-known insect, the honey ant accidentally stumbled upon the very creatures he had set out to find, in the Garden of the Gods, in Colorado. There are two kinds of entomologists: one kind, now, let us hope, rapidly verging to extinction, sticks a pin through his specimens, mounts them in a cabinet, gives them systematic names, and then considers that he has performed the whole duty of a man and a naturalist; the other kind, now, let us hope, growing more usual every day, goes afield to watch the very life of the creatures themselves at home, and tries to learn their habits and customs in their own native haunts. Dr. McCook belongs to the second class. He forthwith pitched his tent (literally) in the Garden of the Gods, and proceeded to study the honey ants on the spot.

Like many other ants, these little honey-eaters are divided into different castes or classes; for besides the primary division into queens or fertile females, winged ants or males, and workers or neuters, the last-named class is further subdivided into three castes of majors, minors, and minims or dwarfs. But the special peculiarity which gives so much interest to this species is the fact that it possesses, apparently at least, a fourth caste, that of the honey-bearers, whose abdomen is distended till it is almost spherical by a vast quantity of nectar stored within it. Dr. McCook opened several of the nests, and found these honey-bearers suspended like flies from the ceiling, to which they clung by their legs and appendages. All over the vaulted dome of the ant-hill, these little creatures were clustered in numbers, their yellow bodies pressed tight to the roof, while their big round stomachs hung down behind from the slender waist, perfect globes of translucent tissue, showing the amber honey distinctly through the distended skin. They looked like large white currants, or sweet-water grapes; and as they were actually filled with grape-sugar, the resemblance was really quite as true inside as out.

Dr. McCook had a little trouble in settling this matter at first, for the honey-ants are a nocturnal species, and he had to follow them through the thick scrub, lantern in hand; still, he satisfactorily settled at last that they obtain the nectar from the galls on an oak, where it must simply be exuded as an accidental product of injury. The workers take it home with them, and give it to the honey-bearers, who swallow but do not digest it. They keep it in their crops ready for use, exactly as bees keep it in cells of the honeycomb. When the workers are hungry, they caress a honey-bearer with their antennæ, whereupon she presses back a little of the nectar up her throat, and the workers sip it from her mouth. The honey-bearers, in short, have been converted into living honey-jars. They are thus passively useful to the community, for in this curiously-ordered commonwealth "they also serve who only stand and wait.'—GRANT ALLEN.

THE LIBRARY OF CONGRESS.

The library of Congress contains 300,000 volumes, and is the largest collection in the United States. Some years ago the library of the Smithsonian Institution was merged with the Congressional library, and has now become a part of it. Ancient and modern history embraces the largest collection, containing about 100,000 volumes. Biography and travels are next in order, with 80,000 volumes. The law department, with its 35,000 volumes, stands next in the list; and of poetry there are at least 20,000 volumes. The medical works present a front of 8,000, and the standard novels comprise a carefully selected list of about 5,000. No novels of a lower order than those commonly known as standard are allowed in this valuable collection. The books are allowed by law to be loaned out to the President of the United States, members of his Cabinet, Judges of the Supreme Court and the Court of Claims, the members of the Senate and the House of Representatives, and the Diplomatic Corps in Washington. The same privilege is also extended, by courtesy, to many of the gentlemen employed about the capitol building and to the clerks of the various Congressional committees. To any other person, male or female, over the age of nineteen years, is accorded the privilege of going to the library and reading-room at such hours as the room is open.—*N. Y. Mail and Express.*

A TYPICAL PLANT-CELL.—A child's toy-balloon may afford us an illustration of what a naturalist might call a typical cell. We have in the toy simply a closed sac thoroughly distended by its contents, more or less perfectly spherical in shape, and affording in outline or cross-section an almost perfect circle. In the organic cell the sac is known as the cell-wall, and whatever may be inclosed by the cell wall is called the cell-contents. A typical cell would be round, spherical, but very few cells, as they occur in nature, are perfect spheres. A cell which may be spherical at the outset may change its shape in accordance with changing circumstances, so that we may say that the form of all cells which we find united to form tissues varies with the situation which such cells occupy, and the functions of the tissues themselves. That vegetable tissues, as they occur in wood, pith, leaves, flowers, and fruit, are entirely composed of cells, may be easily demonstrated. All that is needed is to make a very thin slice of any of these substances and examine with a microscope of moderate power, when the cellular structure becomes immediately apparent. So, then, all the great variety of form and color, and all the resulting beauty, which the vegetable kingdom affords, and all the varied economic value of plants, depends upon the form and contents of these little organic units -of cells.

More than this: these cells are of the highest scientific interest. All the discussion of the past few years in regard to spontaneous generation and the origin of life has been a discussion of vegetable cells; and very much of all that we know about life, its activity and its mystery, has been derived from the study of the cells of growing plants. It becomes, then, a matter of some interest to know something about these cells.—PROF. MCBRIDE, *in Popular Science Monthly.*

HOW CHINA'S EMPEROR LIVES.

The ruler of the 250,000,000 celestials, is now eighteen years of age, and is an occupant of the same apartments in which lived the emperor who proceeded him on the Dragon Throne. He eats with gold-tipped chopsticks of ivory; he sleeps on a large Ningpo bedstead, richly carved and ornamented with ivory and gold—the same on which the noble minded Emperors Kang Hsi and Chien Lung used to recline last century and the century before.

The rooms of the Emperor consist of seven compartments, provided with the divan or k'ang which is covered with red felt of native manufacture and the floor with European carpets. The cushions all have embroidered on them the dragon and the phoenix and an endless variety of pretty things are scattered through the rooms.

Folding doors ten feet in height open into each of the apartments. The upper part of these doors is in open work in which various auspicious characters and flowers are carved. The doors remain open even in winter, because during that season a thick embroidered curtain of damask is hung in the doorway, which by its weight keeps its place close to the door-post and prevents cold air from entering. In summer this is replaced by a curtain admitting the breeze on account of its being made of very thin strips of bamboo. The silk threads used in sewing the strips of bamboo together are of various colors, passing through the whole texture of the curtain to the eye. These summer and winter curtains are rolled up to give air to the rooms when required. The Hoppo who lately returned from Canton gave the Emperor a present valued at $8,000. It consisted of chandeliers holding 500 wax candles each. His Majesty has also electrical machines and numberless foreign curiosities.

He is knelt to by all his attendants and honored as a god. The seclusion in which he is kept is far more complete than that of the gods. When Ministers of state and others enter for an audience, at 4, 5, 6 in the morning, according to custom, they have to go on foot to the centre of the palace over half a mile. if they enter by the east or west gate; and when they get on in years they can appreciate the Emperor's favor, which then by a decree allows them to be borne in a chair instead of walking

The Emperor was vaccinated when an infant, before his high destiny was thought of, otherwise it would have been difficult to vaccinate him, for, his person being sacred when Emperor, no lancet can touch him. His mother, the Princess of Ch'un, goes to see him once a month and kneels when she first speaks to him, but rises afterwards. His father does so too. The Emperor studies Chinese daily for an hour and a half, and Manchu also for an hour and a half. He spends two hours in archery and reading and in winter amuses himself with sledging. He has a little brother of five, whom it may be hoped the mother takes with her, when she goes to the Palace. The teachers who instruct him kneel to him on entering, but afterwards sit. The Emperor has eight eunuchs, who constantly attend him, besides an indefinite number for special occasions. He has his meals alone and the eight eunuchs wait round him, restraining him if he takes too much of any one thing.

In ordering goods, or in making inquiry concerning anything advertised in this paper, you will oblige the publisher, as well as the advertiser, by stating that you saw the advertisement in the SCHOOL JOURNAL.

CULTIVATING A TASTE FOR READING.

Better that a child never learn to read than, having learned, to leave school without that taste for good reading which shall place him out of the temptation of the bad. This necessitates on the part of the teacher an extensive knowledge of English literature. He must be able to provide bountifully for the hungry mouths around his intellectual table. "But," says the teacher, "I get very little time for reading." Admitted, but let that time be very judiciously spent. When reading for your own recreation have in mind your pupils' reading, and when you find something pleasing cut it out or make a note of where it may be found. There are those who always sit down to a new book with pencil and note book in hand. When a choice thought is read it goes into the note-book if too long the page and title only are jotted down. It would be well for the teacher to keep a memoranda especially for reading matter for the children. Index it, biographical, historical, incidental, etc. Study catalogues, and at earliest opportunity examine the books whose description pleases you, that you may know whether to recommend them. When you have secured the co-operation of the parents in your plans for the highest good of the school, they will be willing to lend you books from which you wish to read to your pupils. Do not follow blindly the school readers. They contain many choice selections, but they need to be supplemented. Branch out from them in all directions. Suppose the next reading lesson in the book is the "Speech of Sergent Bugfuz" or "Sam Wellers Valentine." If possible borrow the book, select several passages in it enough to give the pupils an acquaintance with the characters. When the reading class is called, give them a sketch of the book, then let some of the selections be read. Several days may be taken for this, then take up the selection in the readers, they will appreciate it much better. And you need not stop here. Take up other authors in the same way giving a biographical sketch of the author. This work may be begun with children in the third grade, and extend as their vocabularies extend. It is possible for every pupil to leave school with a taste for good reading. Teachers are much responsible for the prevalence of corrupt literature. It will die as soon as the demand dies, and the demand will die as soon as children are made acquainted with the treasures of English literature.

BUT the man who is all morality and intellect, although he may be good and even great, is, after all, only half a man. There is beauty in the moral world and in the intellectual world; but there is also a beauty which is neither moral nor intellectual—the beauty of the world of Art. There are men who are devoid of the power of seeing it, as there are men who are born deaf and blind, and the loss of those, as of these, is simply infinite. There are others in whom it is an overpowering passion; happy men, born with the productive, or at lowest, the appreciative, genius of the Artist. But, in the mass of mankind, the Æsthetic faculty, like the reasoning power and the moral sense, needs to be roused, directed, and cultivated; and I know not why the development of that side of his nature, through which man has access to a perennial spring of ennobling pleasure, should be omitted from any comprehensive scheme of University education.—HUXLEY.

WESTERN doctors say that some of their medica colleges are so greatly in want of students that the so-called preliminary examinations are a mere farce. Last autumn a young man, after paying his advance fees to a medical institution, desired to attend another college, and requested that his money be returned. This being refused, the youth determined to display great ignorance at the preliminary examination, and, out of the twenty-five questions put to him, answered but three correctly. Certain of his rejection, he called upon the dean next day for his money. He was informed, however, with great affability, that his examination had been entirely satisfactory. The college cashed the claim only after a lawsuit threatened.

PUBLISHERS' NOTES.

I could not do without the JOURNAL; it contains so many valuable helps. V. M. F.

I think the INSTITUTE by far the best educational journal I have ever read. T. F.

I find much valuable assistance in your paper that I would fail to obtain elsewhere. J. J. S.

I heartily endorse your journals as *the best;* and I think our teachers are coming to that conclusion. W. J. K.

I notice that when I have three or four papers or books awaiting perusal the JOURNAL receives first attention. E. D. S.

The SCHOOL JOURNAL and TREASURE TROVE are frequently referred to in our discussions as authority on school work. W. H. B.

I shall push the JOURNAL; it is full of life; our teachers must read it or drop out of the work. Co. SUPT. G. F. R.

I congratulate you upon the amount of good you are doing the cause and humanity, and feel it to be a duty I owe all the teachers I meet to call their attention to the good they and their pupils will receive from a careful reading of your excellent journals.
Prin. High School, Mawasquam, N. J. HENRY CARVER,

To enumerate all that I enjoy in the JOURNAL would be impossible. I have a class of 40 boys, average age 14, who look eagerly for its weekly appearance. They enjoy "Things to Tell the Scholars" and "Golden Thoughts." As a reward for good conduct, they read aloud to the class and all are desirous of reading your paper. S. E. D. B.

The JOURNAL is read much more than any other educational paper in Potter Co., Pa. This and Col. Parker's "Talks on Teaching" are making good instructors of many who were only "lesson hearers" before. The patrons of our schools ought to be thankful to E. L. Kellogg & Co. for what they are doing for the little ones. J. P. C.

I receive the JOURNAL each week, and each issue more thoroughly convinces me of its value. *I could not get along without it.* I have also received and examined TREASURE TROVE, and think it an excellent juvenile paper. Would be pleased to see it in every home in the county. A. A. RANDALL, Co. Supt.
Clay Co., Neb.

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BOOK DEPARTMENT.

NEW BOOKS.

MARGARET FULLER OSSOLI. Thomas Wentworth Higginson. Boston: Houghton, Mifflin & Co. $1.25.

In Margaret Fuller there existed, together with an unmistakable womanliness of soul, that vigorous uncompromising intellectual quality, commonly supposed to be a masculine characteristic, and in accordance with that notion this heroic mind is given a place in the "American Men of Letters" series. Colonel Higginson's personal familiarity with the Fuller family places him in a position to speak sympathetically and with some authority, although he was not immediately intimate with the subject of this biography. His main reliance has been upon material not hitherto made public, including correspondence, manuscripts and personal reminiscences, and he believes that the biography may serve as an intermediate step between the original "Memoirs" giving an estimate influenced by personal friendship, and the remoter, impartial judgment of posterity.

The book will reveal Margaret Fuller to many that have perhaps thought her a dreamer or a "blue-stocking," as a woman of action, although that part of her record is here made secondary to the intellectual side of her character. One can not but be impressed with the thought that her life and work were deep rather than wide—far-reaching to be remotely, keenly felt, though little seen.

Her strong intellect, critical literary judgment, and her romantic life in Italy, and tragic fate render the book intensely interesting both to the lover of literature and the general reader.

THERE WAS ONCE A MAN. A Story. Orpheus C. Kerr. New York: Fords, Howard & Hulbert. $1.50.

The story opens in the metropolitan society of the patrician old Knickerbockers, sixty years ago; and, after a romantic prelude, characters and action are transferred to one of the tropical paradises of the Orient. Here the web of the story becomes "international," both American and English social types coming together in a series of picturesque scenes. Upon the texture of a delicate love-story are etched, incidentally, the principal acts in the career of the famous English Rajah Brooke, of Borneo; and through all comes conspicuously forward the character of a Darwinian naturalist, who has visited the home of the Orang-outang, to work out the problem of the "missing link." Here an enormous Ape comes into the plot, through which he is followed in a fashion most puzzling to the average reader, and this same poor creature (the average reader, not the ape), will probably find himself, on laying the book down, at a loss to know what was the conclusion of affairs; for the originality and novelty of its theme and situations are so entangled in long-winded sentences that the reader naturally feels, to quote one of these sentences, "A literary embarrassment that, in the story of social complication and travel, upon the immediate texture of which the Borneon episodes are etched rather than incorporatively woven, actualities of person and experience have necessarily been a bar to such optional accessories of romantic or dramatic interest as might have been effectively employed in a work of wholly fictitious construction," or words to that effect.

ENGLISH CLASSICS. New York: Clark & Maynard. 12 cents each. $1.20 per dozen.

Certainly these little pamphlets are the cream of literature. In their way they are so excellent, so complete, so handy, so cheap, so exactly what is wanted by schools, and it would seem by everybody, that they can hardly be overpraised. The numbers just received are 42, 45, 47, 49, respectively entitled "Lamb's Tales from Shakespeare," containing "The Tempest," "The Merchant of Venice," and "King Lear;" "The Academy Orthoepist," to aid in the improvement of pronunciation in schools; "Bryant's Thanatopsis, and Other Poems," being a few of the best; and "The Shakespeare Speaker," containing a number of the more famous speeches and dialogues that are especially suitable for recitation. Of the Ortheopist it should be said that it was prepared by J. W. Abernethy, Ph. D., Professor of English literature in the Adelphi Academy, Brooklyn, and is admirably calculated to accomplish its object. Its pronunciations are sure to astonish many among teachers as well as pupils, and are bound to be helpful, even if not adopted altogether.

IN THE TENNESSEE MOUNTAINS. By Charles Egbert Craddock. Boston: Houghton, Mifflin & Co. $1.25.

These stories of peculiar dialect, and presenting remarkable character studies and pictures of life in the Tennessee Mountains have appeared from time to time in the *Atlantic Monthly*, where they have met much admiration for their fine quality, pathos and power. In taking them up again in book form, one is newly impressed with their value as literature and as faithful pictures of a phase of life comparatively little known.

MAGAZINES.

The June number of *Harper's Magazine* brings the breath of summer in its descriptive papers. "Biarritz," by Lucy C. Lillie, beautifully illustrated by C. S. Reinhart, and "The North Shore," by John A. Butler, illustrated by Charles Graham. Every reader will be grateful to Dr. Wheatley for his admirable review of the New York Custom-house. W. M. Dickson contributes an interesting reminiscence of Abraham Lincoln's visit to Cincinnati, and in the seventh part of Mr. Roe's novel, "Nature's Serial Story," Mr Gibson gives us some of his best floral and landscape drawings, and Mr. Dielman is at his best in the picture of the favorite of the barnyard. Col. Higginson's chapter on John Quincy Adams' administration is illustrated by two full-page portraits—of John Quincy Adams and John C. Calhoun. The sixth part of William Black's "Judith Shakespeare" appears, with illustration by E. A. Abbey. There are several short stories, including a very strong character sketch by Mary E. Wilkins, entitled "A Humble Romance;" "The Dagger," by John MacMullen, and "Grace Sherwood; the One Virginia Witch," by John Esten Cooke. Poems are contributed by Dinah M. Craik and Louise Chandler Moulton. The "Easy-Chair," "Drawer," and other editorial departments, are well sustained.

The June number of *Cassell's Family Magazine* shows the steady improvement that has characterized this publication from its first appearance. The serial stories grow decidedly in interest and strength; one, "Witness My Hand," being brought to a conclusion dramatic and pleasing, although somewhat melancholy. There are three good short stories: "Ludwig's Jealousy," "All Like a Dream," by Gordon Stables, M.D., R.N.; and "Siddy's Advice," by Louisa Crow. Among the papers of general interest are the continued "Talks With My Patients," "An Unfashionable Day at the Seaside," "How England Strikes a Colonist," by Hon. Philip Carteret Hill; "The Garden in May," "A Whale Hunt," by David Bremner; "Amateur Instantaneous Photography," by Rev. A. H. Malan, M.A.; "How to Take Out a Patent," by J. Munroe, C.E.; and "Lights and Scenes of the New World," by Catherine Owen. There are also articles of special interest; a song, "The Nightingale's Haunt," words by Edward Oxenford, music by Franz Abt; and the regular departments containing good material. The magazine is liberally illustrated by excellent drawings.

Though there are four profusely illustrated papers in the June *Century*, and four full-page pictures, this number of the magazine is perhaps even more notable for its literary features than for its pictures. Of special interest is Miss Fanny Stone's "Diary of an American Girl in Cairo during the War of 1882." President Eliot, of Harvard, discusses the question, "What is a Liberal Education?" in which he claims that the sciences and English should be given leading places in the school and also in the college course. In "Topics of the Time," an editorial called "Reaping the Whirlwind" is a sequel to the editorial of the April *Century*, entitled "Mob and Magistrate." In "Open Letters," Dr. Charles S. Robinson continues his series on church music with "What the Choirs Say;" Prof. Ritter and Mr. Grant White break lances once more over "Music in America," and among the other short contributions is one by Walter Herries Pollock about "Miss Mary Anderson in London." The principal illustrated papers are "A French-American Sea-port," Sailors' Snug Harbor," "American Wild Animals in Art," by Julian Hawthorne. In fiction, Henry James' new story, "Lady Barberina," in this number, concerns itself with the complications of marriage settlements; Mr. Cable's "Dr. Sevier" is continued; and Robert Grant's story of "An Average Man" is concluded. The short story of the number is a vivacious sketch by H. C. Bunner, entitled "The Red Silk Handkerchief." The poetry is contributed by Miss Emma Lazarus, C. P. Cranch, Mrs. Helen Jackson (H. H.), and others.

LITERARY NOTES.

Col. John Hay's biography of President Lincoln, on which he has been at work for several years, is nearly ready for the press.

"Our Little Men and Women," issued by D. Lothrop, is a thoroughly delightful magazine for little folks. The June number is charming.

No. 56 of the Humboldt Library, "Illusions: A Psychological Study," by James Sully, is of especial interest to students of metaphysics.

"Sunday Under Three Heads," a rare little tract of Dickens', is being reproduced in *fac-simile* in London. A copy of the original edition cannot be bought for less than $50.

Among the papers of interest in the May *Sanitarian* is one by Prof. E. Hitchcock, "A Perverted Will as a Factor in Insanity." The title is sufficiently indicative of its direction.

George Eliot was an accomplished housekeeper, and did with her might, and did well, whatever her hand found to do; both her chirography and pronunciation were characterized by great neatness.

A little pamphlet entitled "Primary Fridays," published by S. R. Winchell & Co., of Chicago, is on our desk. It contains about eighty recitations for little ones, suitable for schools and entertainments. The price is 25 cents.

Charles Francis Adams, Jr.'s essay, "A College Fetich," which provoked such wide discussion on its original delivery, has appeared in a new edition, with an appendix containing a few of the numerous comments and confirmations from high authority of the ground taken by Mr. Adams. It is published by Lee & Shepard, Boston.

"Katy Neal," a comedy of child-life, as it is called, written by Charles Barnard, appears in the "Acting Drama" series published by Harold Roorbach, New York. It deserves particular notice as one of the earliest and most successful of its class. It depicts genuine child-life in a simple and refined manner, and with considerable humor. Parts of the drama have been set to music by Dr. S. Austin Pearce.

"What and Why," is a finely-printed and unique little volume upon cycling matters received from Col. Albert A. Pope of Boston. The contents are made up of information which will doubtless create a renovation among wheelmen. Within the pages of the book "Some Common Questions" are catechetically answered in the plainest and most concise language, questions with answers which give a complete history of cycling, its growth, usefulness and popularity.

In the SCHOOL JOURNAL of the 3d instant, reference was made to the recent review in the *Independent* of *Chase's Latin Grammar*, and it was said, "It looks to us very much as if it was reviewed in the interest of some rival work." By this was meant that the reviewer seemed to have set up some other grammar as a standard in his mind; suppose, for example, the reviewer was a teacher who "believed" in *Allen's Grammar*, or Harkness,' or Andrews'. We believe the editor of the *Independent* will review books honestly and impartially, as far as his judgment goes. We have no partiality for *Chase's Grammar*, but we do like to have justice done to a meritorious book, and this we believe that work to be.

BOOKS RECEIVED.

National Academy Notes Edited by Charles M. Kurtz. New York: Cassell & Co. 50 cts.

Stories by American Authors. Vols. I., II., and III. New York: Charles Scribner's Sons. 50 cts. per vol

In the Tennessee Mountains. Charles Egbert Craddock. Boston: Houghton, Mifflin & Co. $1.25.

Studies in History. Henry Cabot Lodge. Boston: Houghton, Mifflin & Co. $1.50.

Porter and Coates' Interest Tables. John E. Coffin. Philadelphia: Porter & Coates. $1.00.

The Story of Chinese Gordon. A. Egmont Hake. New York: R. Worthington.

The Traveling Law School. Benj. Vaughan Abbott. Boston: D. Lothrop & Co.

In the Heart of Africa. Sir Samuel W. Baker. New York: Funk & Wagnalls.

Historical Cards. Peter G. Thomson. Cincinnati: Published by the author.

Home and School Training. Mrs. H. B. G. Arey, A.M. Philadelphia: J. B. Lippincott & Co. 75 cts.

The Outskirts of Physical Science. T. Nelson Dale. Boston: Lee & Shepard. $1.25.

Beginnings with the Microscope. Walter P. Manton, M.D. Boston: Lee & Shepard. 50 cts.

Lessons on Manners. Edith E. Wiggin. Boston: Lee & Shepard. 50 cts.

Katy Neal. Charles Barnard. Music by Dr. S. Austin Pearce. New York: Harold Rookbach. 15 cts.

Delsarte System of Oratory. M. L'Abbe Delamosne and Mme. Angelique Arnaud. Albany: Edgar S. Werner.

The United States Art Directory and Year Book. Compiled by S. R. Koehler. New York: Cassell & Co. $2.00.

Shaw's New History of English Literature. New York: Sheldon & Co. $1.25.

Lectures on the Science and Art of Education. Joseph Payne. New York: E. L. Kellogg & Co. Cloth $1.00, paper 50 cts.

Chapters in Popular Natural History. Sir John Lubbock. New York: Thomas Whittaker. 60 cts.

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